

Adult Development and Aging – Spring 2024 Course Syllabus

Course Information

Course Number/Section CGS/PSY/SPAU 4386.001
Course Title Adult Development and Aging
Term Spring 2024 (Jan 16, 2024 – May 16, 2024)
Tuesday & Thursday 2:30 pm – 3:45 pm; Traditional
Location CRA 12.120

Professor Contact Information

Professor Dr. Chandramallika Basak, Ph.D.
Office Phone 972-882-3724 (between 9 am – 5 pm CST)
Email Address cbasak@utdallas.edu
Office Location JO 4.306
Office Hours Thursdays 1:00 pm-2:00 pm or by appointment
The MS Teams link to the Office hours is provided in **eLearning**.

- * Email is the best way to reach me outside of class.
- * When you email, please include **your name** and **class name** in the title. Including this information will allow me to answer your emails more efficiently.

Course Modality and Expectations

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|---------------------------|--|
| Instructional Mode | Face-to-Face |
| Course Platform | eLearning – Homework Platform and eBook, exams, course materials, quizzes & assignments. MS Teams – Communication outside the class time, such as, office hours. Any asynchronous course-related recordings can be accessed through MS Streams under your registered course (CGS/PSY/SPAU 4386.001 2208). |
| Expectations | This course will consist of lectures, short quizzes and associated discussions during the class time. Students are expected to read assigned textbook (eBook) chapters, and attend classes and participate in the discussions. Expectations for Exams, Weekly Quizzes and Final Assignment are detailed separately in a later section. |

Course Pre-requisite

PSY 2301 (Same as PSY 4386 and SPAU 4386)

Course Description

This course is designed to provide an overview of *theories, methods, and research* on the psychological processes during adulthood and aging. A selection of topics will be covered to understand the nature of and multiple influences on development throughout the adult lifespan.

The course will consist of lectures, textbook chapters, additional readings, videos, in-class quizzes, some assignments, final assignment, and three exams.

Student Learning Objectives/Outcomes

Students who complete this course will be able to:

1. Recognize stereotypes toward older adults.
2. Explain major theories and perspectives in psychological aging.
3. Recognize different research designs and methodological issues particularly important when studying aging.
4. Recognize changes in sensation/perception, health, and cognition with global aging.
5. Speculate how individual and group diversity affects the experience of global aging.
6. Explain how global aging affects personality, interpersonal relationships, and mental health.
7. Apply research knowledge about aging to practical problems faced by older adults, and how they may be similar/vary across countries (such as, USA and Japan). Identify factors that can be controlled personally to foster successful aging.
8. Demonstrate critical thinking and effective communication skills.

| Student Learning Outcomes | Assessments |
|---|--|
| 1. Recognize stereotypes toward older adults | 1a. In-class activities (formative) 1b. Exam (summative) |
| 2. Explain major theories and perspectives in psychological aging | 2a. In-class activities (formative) 2b. Exam (summative) |
| 3. Recognize different research designs and methodological issues particularly important when studying aging. | 3a. In-class activities (formative) 3b. Exam (summative) |
| 4. Recognize changes in sensation/perception, health, and cognition with global aging. | 4a. In-class activities (formative) 4b. Video discussions (formative) 4c. Exam (summative) 4d. Final Assignment (summative) |
| 5. Speculate how individual and group diversity affects the experience of global aging. | 5a. In-class activities (formative) 5b. Final Assignment (summative) 5c. Exam (summative) |
| 6. Explain how global aging affects personality, interpersonal relationships, and mental health. | 6a. In-class activities (formative) 6b. Video discussions (formative) 6c. Final Assignment (summative) 6d. Exam (summative) |
| 7. Apply research knowledge about aging to practical problems faced by older adults. Identify factors that can be controlled personally to foster successful aging. | 7a. In-class discussions (formative) 7b. Final Assignment (summative) 7c. Exam (summative) |
| 8. Demonstrate critical thinking and effective communication skills. | 8a. In-class discussions (formative) 8b. Final Assignment (summative) 8c. Exam (summative) |

Required Textbooks and Materials

eBook: Cavanaugh, J. C. & Blanchard-Fields, F. (2011). *Adult Development and Aging (9th ed.)*
CENGAGE Learning: Boston, MA.

Additional **readings and course notes** will be made available on eLearning.

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group discussion or other activities during class that solicit your feedback on readings and materials covered in the lectures. Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The Instructor will provide class materials (course notes for each chapter, suggested websites and discussion questions) to all students registered for this class as they are intended to supplement the classroom experience. These materials will be made available the morning of the first lecture on any specific chapter. They may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Exams, Assignments and Grading

Grades will be assigned as follows:

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|------------------------------------|-----|
| Exam 1 (100 points): | 20% |
| Exam 2 (100 points): | 20% |
| Final Exam (100 points): | 20% |
| Writing Assignment (100 points): | 20% |
| In-Class Activities (100 points): | 20% |
| TOTAL points possible = 500 points | |

Final grades will be determined as follows:

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|---|----------------------|
| A: 90% and above | A+: 485 – 500 points |
| | A: 470 – 484 points |
| | A–: 450 – 469 points |
| B: 80%–89% | B+: 435 – 449 points |
| | B: 415 – 434 points |
| | B–: 400 – 414 points |
| C: 70%–79% | C+: 385 – 399 points |
| | C: 370 – 384 points |
| | C–: 350 – 369 points |
| D: 60%–69% | D+: 335 – 349 points |
| | D: 315 – 334 points |
| | D–: 300 – 314 points |
| F: Below 60% (\leq299 points) | |

1. Exams

There will be three non-cumulative exams administered during this course. These exams will be based on lectures and the assigned readings, all in multiple-choice and short-answer format. Each

exam is weighted equally, and is worth 100 points each. Therefore, total points from these exams are 300 points. There will be **no make-up exams**. The exams will preferably occur in the testing center. If any exam has to be conducted in-class due to testing center unavailability, the policies are noted below.

In-Class Exam Policies:

- No exam will be handed out after the first person has left, which is often within the first 20 minutes. If you are taking an exam in the class, you must arrive in class on time. *Once you begin the exam, you will not be allowed to leave the room and return.*
- See “Make up exams” policies below.
- *You will bring a photo id card (university id) to verify submission of your completed exam.*
- During exams, all cellphones and other electronic devices must be turned off, and placed out of sight in a purse or a backpack. If you use any electronic device during the quiz, you will automatically receive 0 points.
- All books, notes, and other written materials must also be placed out of sight. Again, you are expected to arrive on time for exams, and are expected to leave quietly after the exams.

2. Weekly Tests/Activities

Throughout the semester, students will participate in in-class activities (such as, short quizzes, reflection) that will facilitate learning and encourage attendance. These will be unannounced, of which two will be dropped from the final grade. These activities will either test important materials covered in the textbook in the current class or in a previous lecture. The total in-class quiz points for the semester is 100. There will be **no make-up quizzes**.

3. Final Assignment

In the Final Assignment, students will work in small teams, where they will interview two older adults aged 65 and older, focusing on aging related issues discussed throughout the course. Some example topics and common questions will be discussed in the class. This assignment is designed to help you recognize and respect human diversity, to think about and explain how individual differences influence beliefs, values and interactions, and to understand how ageism affects self and others. Importantly, this assignment will encourage students to become better global leaders and communicators, as well as teach them project management tools. The semi-structured interview will be based on 6-8 questions. You will create an edited video that will include introduction of the problem addressed, your interviews, your conclusions and analyses. This video should be aimed at informing a lay audience on the aging issues that you are addressing in the interview. You will also submit a transcript of your interview for the records. Additional background research papers are encouraged, and the project will have multiple milestones before the final submission. It is however required that you reference your textbook extensively in order to tie in theoretical information. You will submit the video on eLearning (or a third-party platform) by the due date on the syllabus. The assignment is worth 100 points. Detailed interview guideline and grading criteria will be discussed in the class.

Late assignment will be accepted with a penalty of 10%, with addition with an additional 10% mark down after every 24 hours.

Academic Calendar

| Date | Topics | Readings |
|---------------|---|---|
| T 16 Jan | University Closed for Inclement Weather | Ch 1 |
| R 18 Jan | Course Overview; Studying Adult Development & Aging | Ch 1 |
| T 23 Jan | Studying Adult Development & Aging; Neuroscience and Aging | Ch 1; Ch 2 |
| R 25 Jan | Neuroscience and Aging, including middle-age | Ch 2 |
| T 30 Jan | Neuroscience and Aging (executive functions and working memory) | Ch 2 |
| R 1 Feb | Physical Changes | Ch 3 |
| T 6 Feb | Physical Changes | Ch 3 |
| R 8 Feb | Longevity, Health and Functioning | Ch 4 |
| T 13 Feb | Longevity, Health and Functioning | Ch 4 |
| R 15 Feb | Longevity, Health and Functioning | Ch 4; Skolasinska & Basak (2023) |
| T 20 Feb | EXAM 1 (Chapters 1-4; Reading) | |
| R 22 Feb | Person-Environment Interaction | Ch 5 |
| T 27 Feb | Attention and Driving | Ch 5; Ch 6 |
| R 29 Feb | Memory | Ch 6 |
| T 5 Mar | Memory and Cognitive Training Programs | Ch 6; Basak, Qin & O'Connell (2020) |
| R 7 Mar | Intelligence, Problem Solving and Creativity | Ch 7; Project Discussion |
| 12 & 14 March | No Classes: Spring Break | |
| T 19 Mar | Intelligence, Problem Solving and Creativity | Ch 7 |
| R 21 Mar | “Depression: Out of the Shadows” Video and Discussion An 8-part series (50 min long). Guided questions will be provided. No class. | https://www.youtube.com/watch?v=KWFn8eRLqTM&list=PL85B6526C32DB15EE |
| T 26 Mar | Social Cognition | Ch 8 |
| R 28 Mar | Social Cognition; Personality | Ch 8 |
| T 2 April | Exam 2 (Chapters 5 -8; Reading) | |
| R 4 Apr | Alzheimer's Disease – “Alzheimer's: The caregiver's perspective” video; project discussion | https://www.youtube.com/watch?v=CcBH077AEm8 |
| T 9 Apr | Personality | Ch 9 |

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| R 11 Apr | Personality | Ch 9 |
| T 16 Apr | Mental health and dementia | Ch 10 |
| R 18 Apr | Mental health and dementia | Ch 10 |
| T 23 Apr | Work, Retirement and Leisure | Ch 12 |
| R 25 Apr | End of Life | Ch 12; Ch 13 |
| T 30 Apr | Dying and Bereavement | Ch 13 |
| R 2 May | Healthy Aging vs. Dementia | Ch 14 |
| TBA | Exam 3 (Chapters 9-10;12-14; additional materials) | |

Grading Policy

Grading is based on a set of *a priori* criteria, discussed above in the “**Exams, Assignments and Grading**” section.

Course Policies

Make-up exams

Make-up exams will be given only if : (a) you were seriously ill and have documentation from a physician, or (b) you have a police report (e.g., auto accident) indicating you were detained during the day and time of the exam, or (c) you made arrangements prior to the exam to attend an important event (e.g., a funeral). In any of these cases, you must notify the professor in advance of the scheduled day of the exam (email message with documentation). Otherwise, you will receive an F in the exam. It the student’s responsibility to make sure that an exam is made up within 3 days of the scheduled time. It is to your advantage to take the regular exam.

Late Work

Assignments are due on time in eLearning. Assignments handed in after that time will be marked down 10% of the potential points, with an additional 10% mark down every 24 hours.

Class Attendance

It is in your best interest to attend each class session. If you find it necessary to miss any class, it is your responsibility to get notes from a fellow classmate. You are responsible for all materials presented in class. This includes text chapters included in the syllabus, videos, handouts, and various announcements regarding additional readings, schedule changes, exams etc. Also, if you miss classes, you may miss the quizzes and any extra credit opportunities that may be provided in the class.

Classroom Citizenship

As your professor, I am responsible for creating an optimal course environment for learning. The following rules are intended to promote the kinds of behaviors that are expected in almost all professional settings, and will be implemented to reduce distractions during the class. Please adhere the rules consistently:

Active participant: Please stay engaged in the class by fully participating in discussion and completing weekly assignments. Please do not hold side conversations (either on the chat or in- person) and minimize use of personal devices (such as laptop or phone) -- they are distracting to me and the other students, and therefore detrimental to an effective classroom environment.

Always be respectful of other student's questions and comments. All students are expected to conduct themselves in a cordial and considerate manner.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool (e.g., MS Teams) may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.